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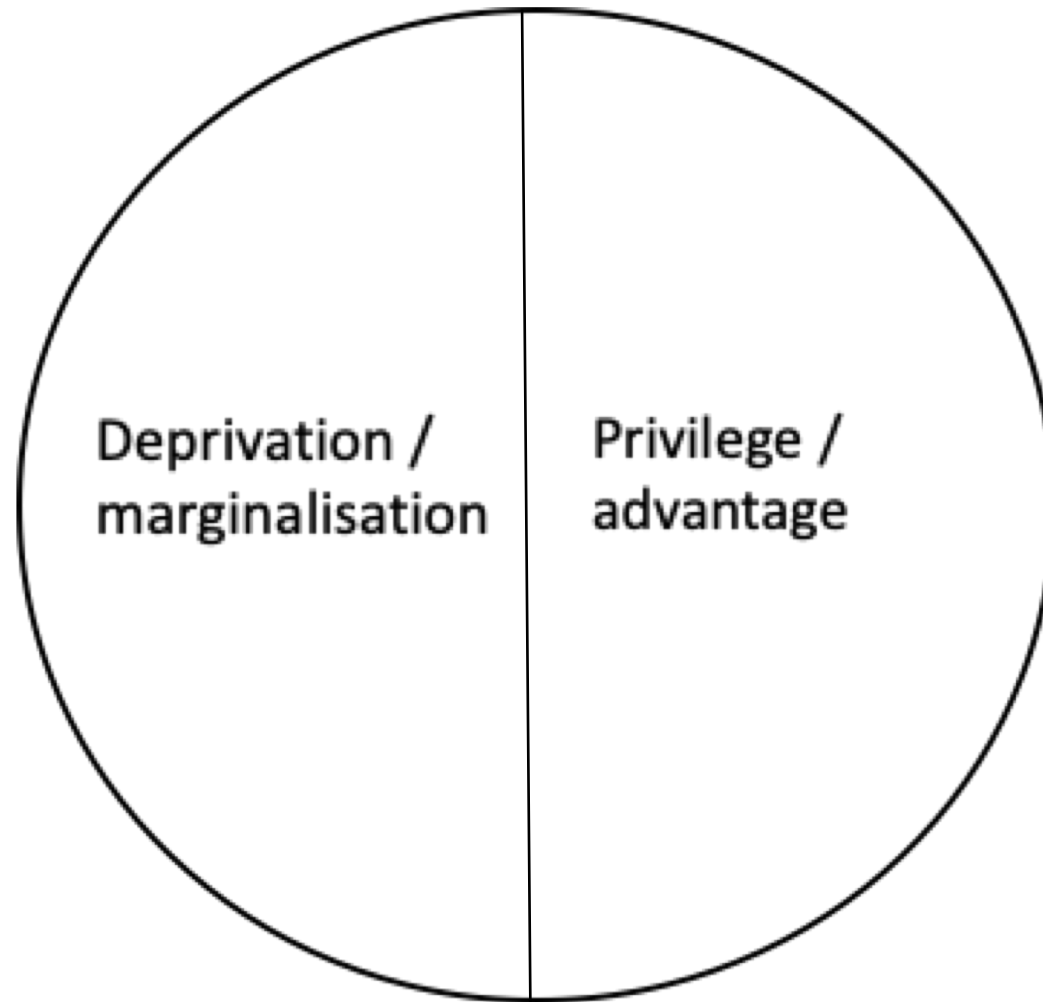
Findings for Higher Education, work with young people and research

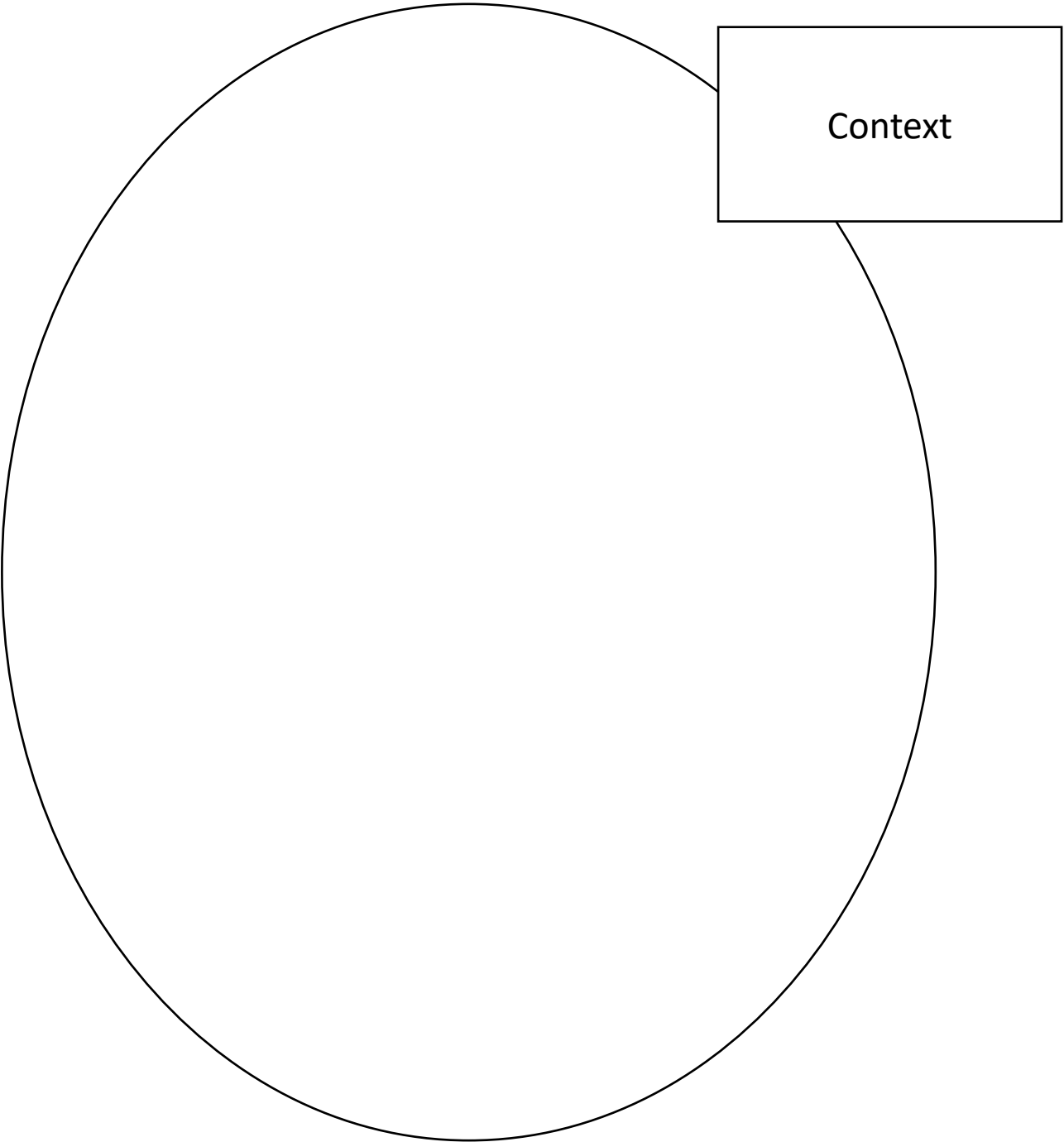


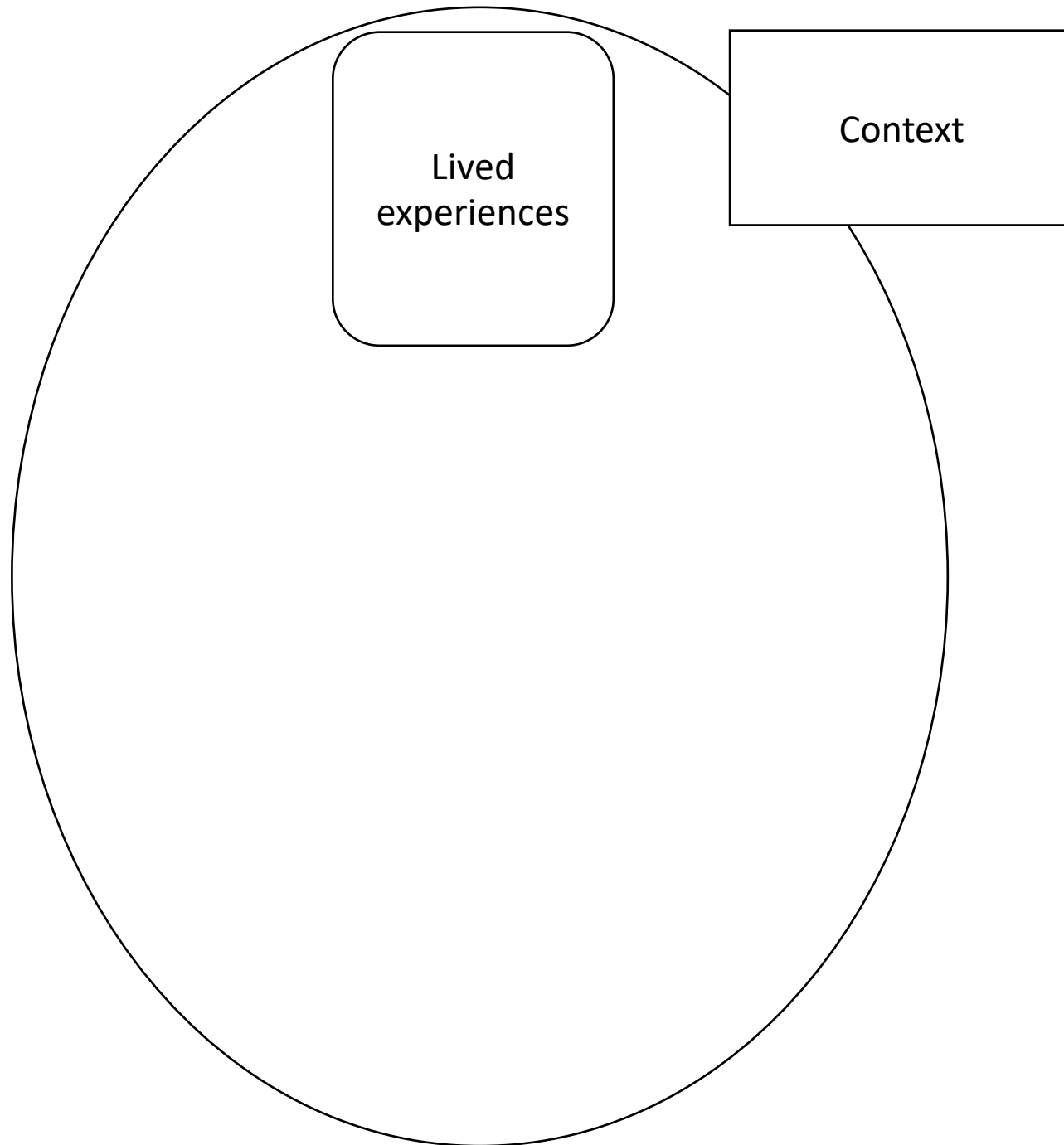
A Brief Agenda

1. Our conceptual framework: equalities literacy
2. Findings for Higher education / schools and wider services for young people
3. Findings for future research
4. Suggestions on how to achieve change

Our conceptual framework – equalities literacy

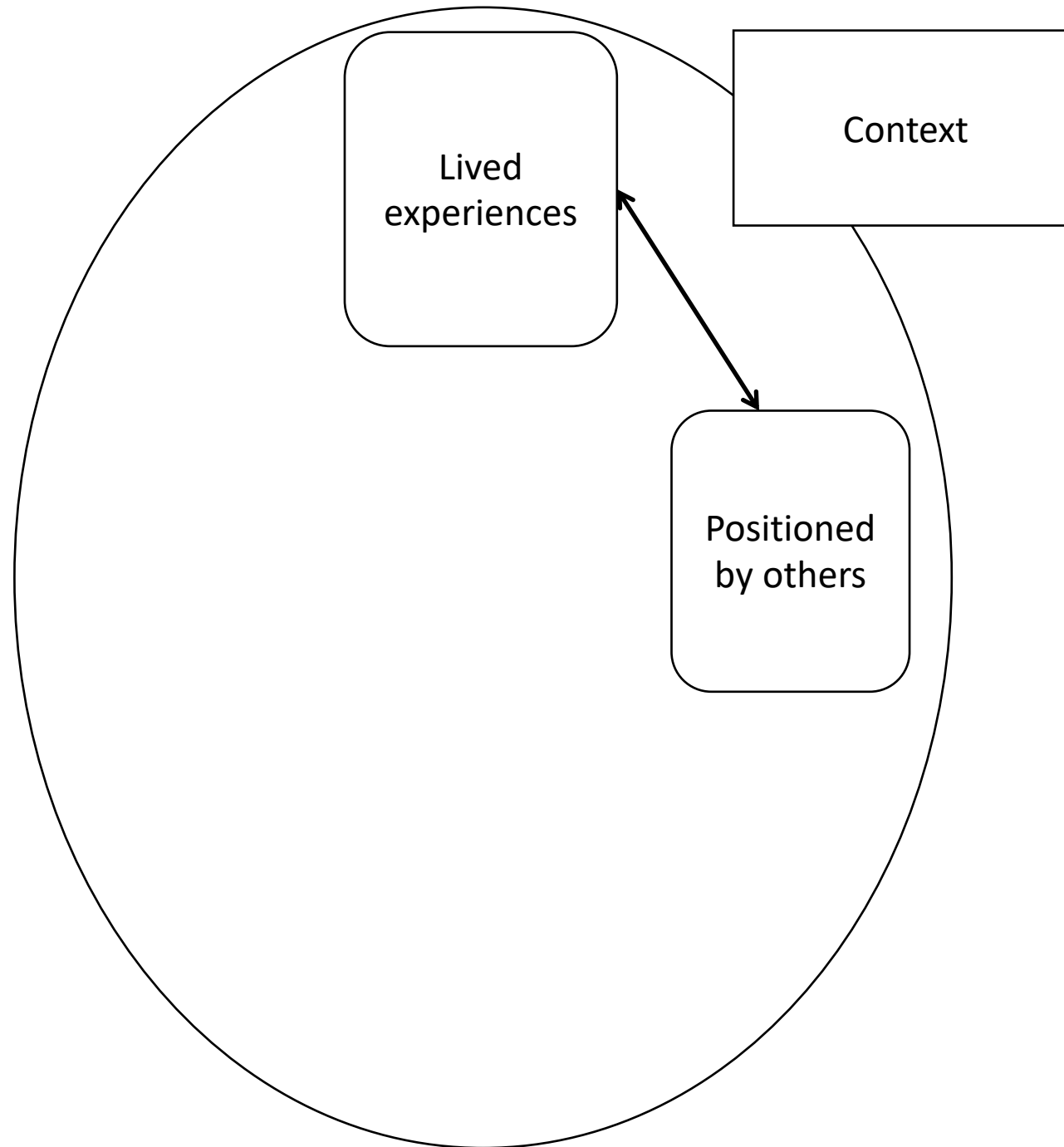


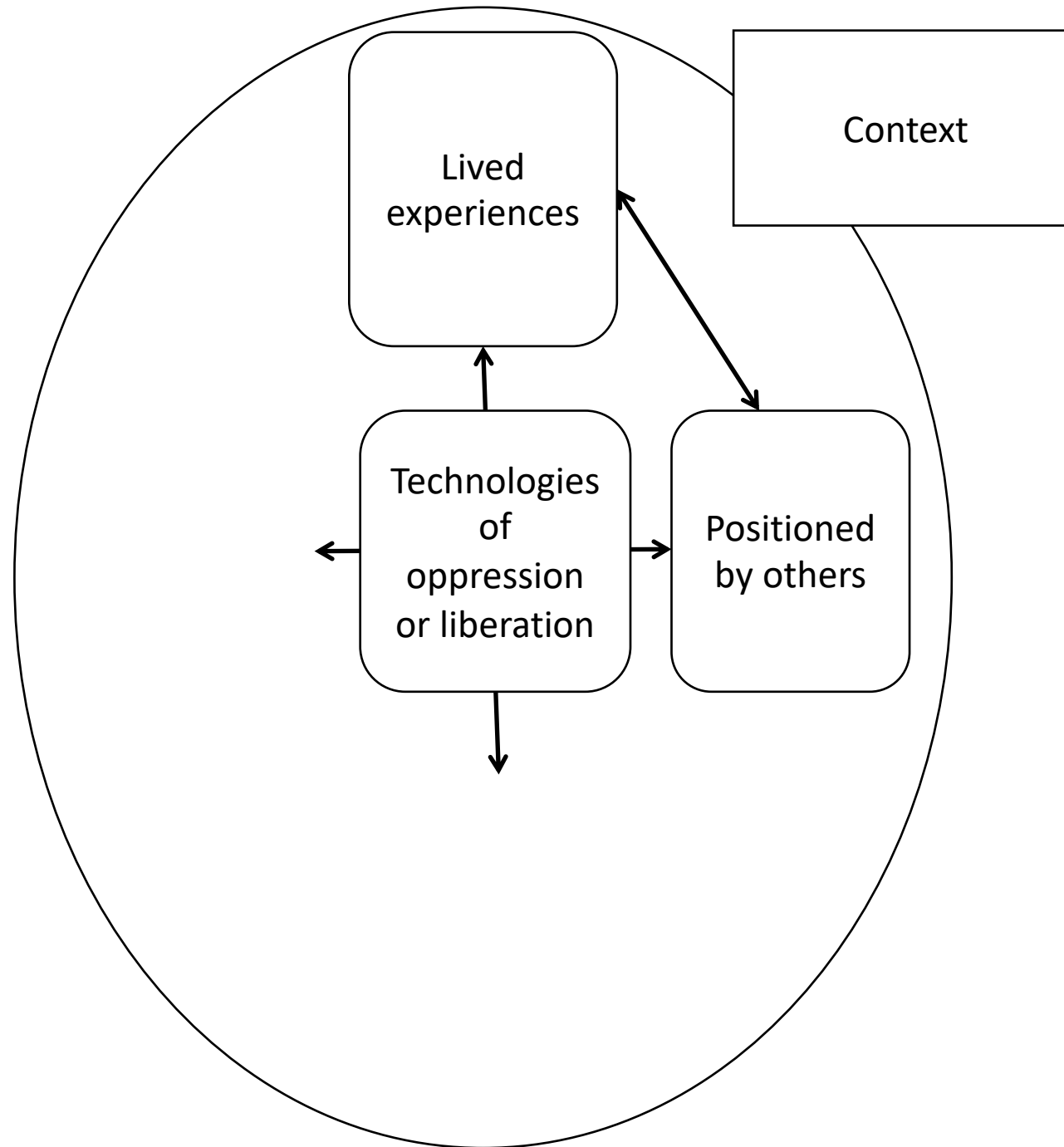


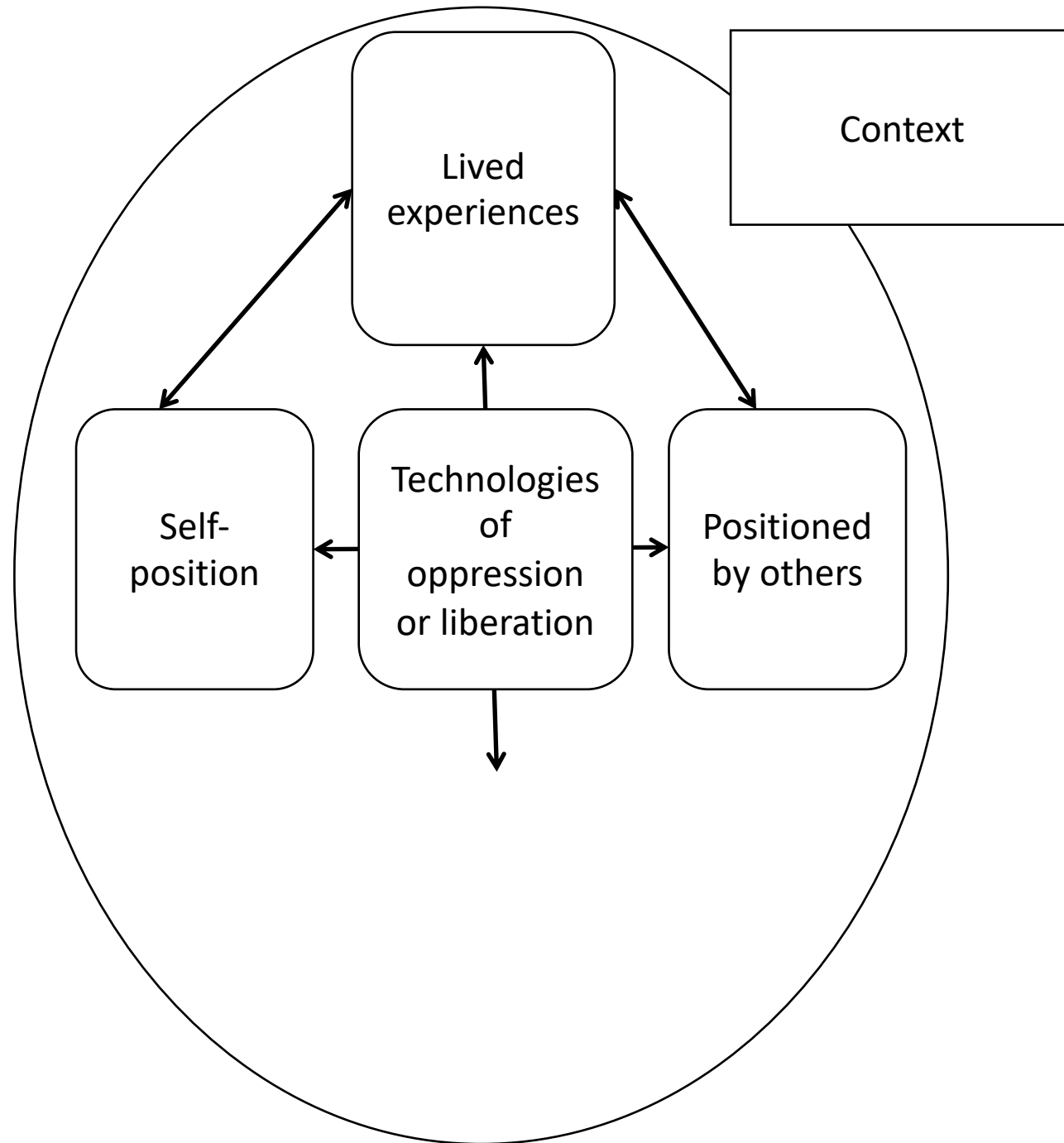


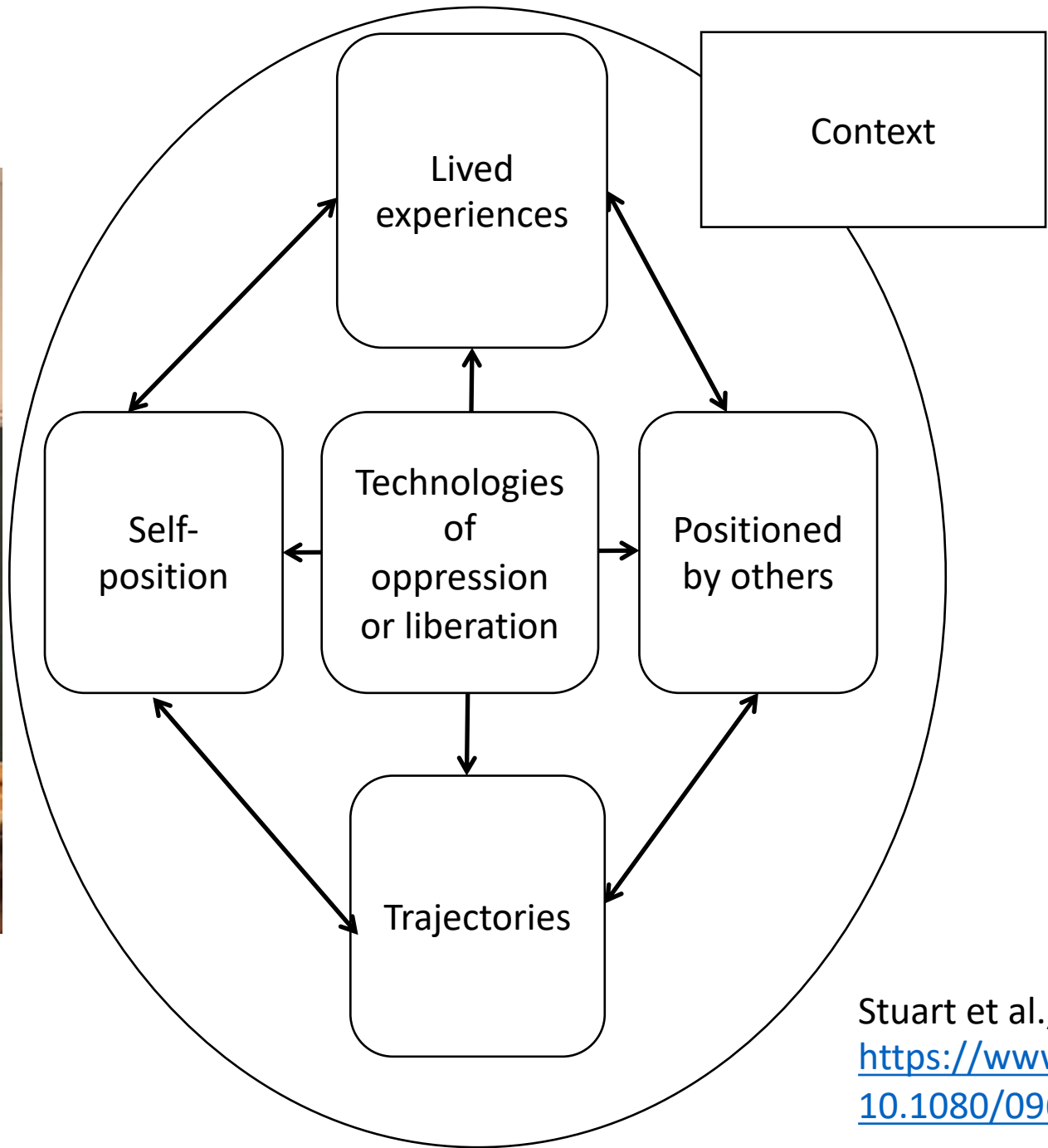
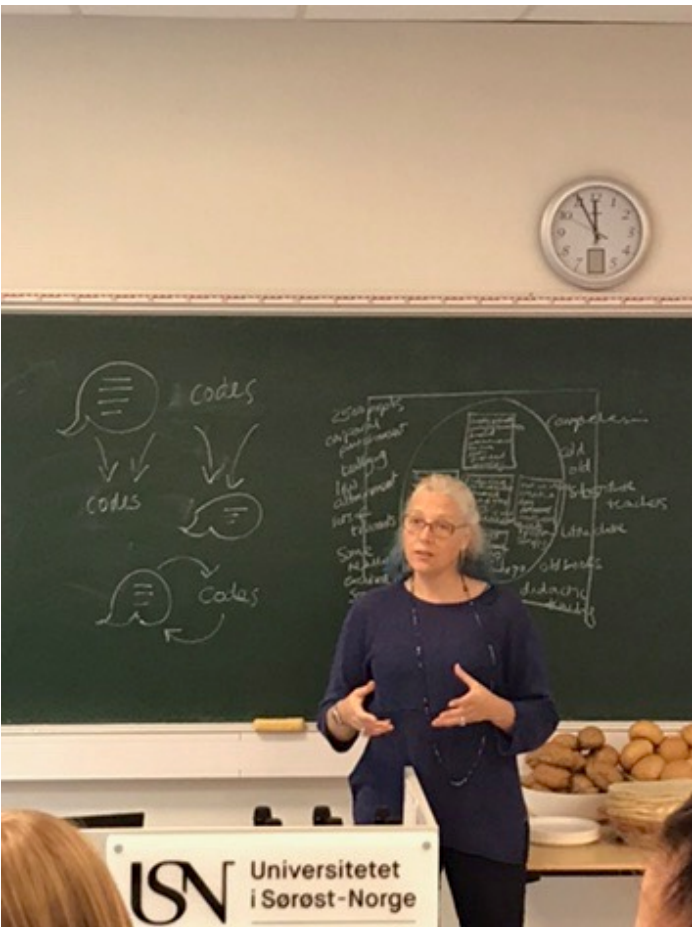
Lived
experiences

Context









Stuart et al., 2019
<https://www.tandfonline.com/doi/full/10.1080/09650792.2019.1593870>

2500 pupils

corporal
punishment

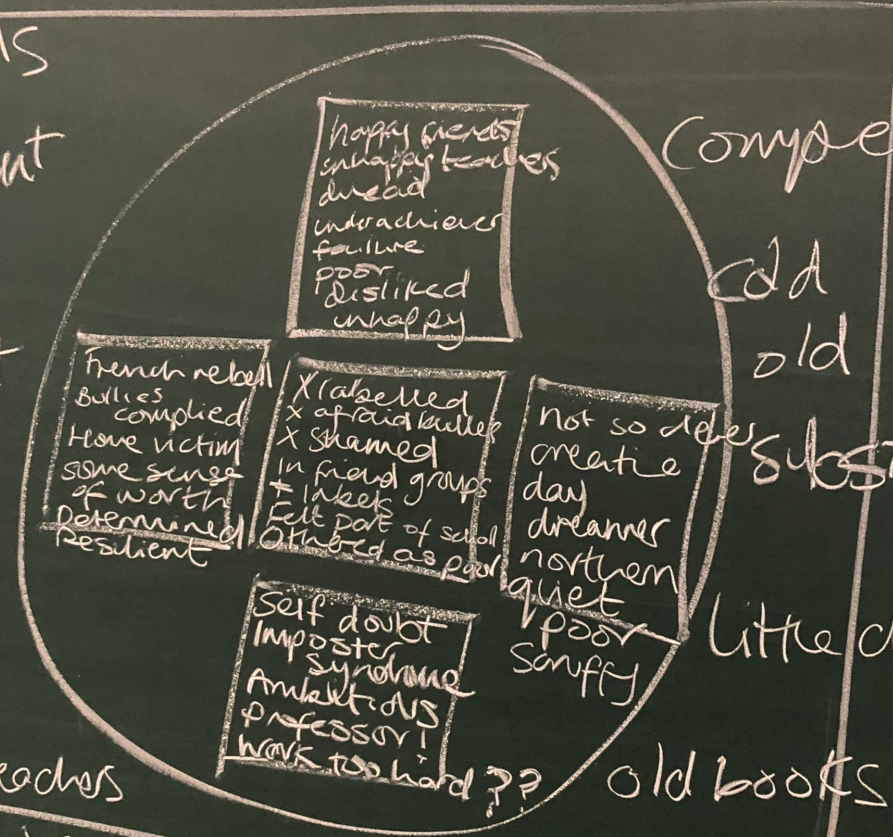
bullying

low
attainment

lots of
truanting

Some
really
exciting teachers

Some boring teachers



Compulsory

old
old

substitute
teacher

little choice

old books

didactic
teaching

Co-created findings and implications for higher education, schools and wider services for young people

- 1.Support professionals
- 2.Student-centred
- 3.Relational
- 4.Radical pedagogy
- 5.Governance



Theme 1: Support Professionals

- Make sure teachers / practitioners have time for:
- • talking about teaching and learning
- • reflection on practice
- • bringing theory to practice and vice versa
- • Make teaching / other professions sustainable

Photo: Diku/Bjørn Harry Schønhaug



Theme 2: Make environments student-centred

- A meaningful and relevant teaching and learning environment – co created
- Matched to the strengths and needs of pupils / students / young people
- Grounded in pupils / students / young people's passions and interests
- Flexible to pupils / students / young people's changing needs



Photo: Diku/Bjørn Harry Schønhaug

Theme 3: A relational approach

- Create wide and rich support networks
- Improve the value and quality of relationships
- Give time for pupils / students / young people to be themselves and to talk
- Allow teachers / practitioners to be 'human'
- Treat all people with equal respect through equitable practice
- Enable individuality and collectivity



Photo: Diku/Bjørn Harry Schønhaug

Theme 4: Radical pedagogy

- Practical, experiential, informal
- Culturally sensitive and relevant
- Balance social and academic needs with opportunities for play and mixing
- Appropriate levels of support
- Equitable practice
- Tackle inequality, oppression, marginalisation explicitly
- Provide time for critical exploration of the world
- Promote questioning and challenge
- Appropriate skilled use of technology
- Fun!



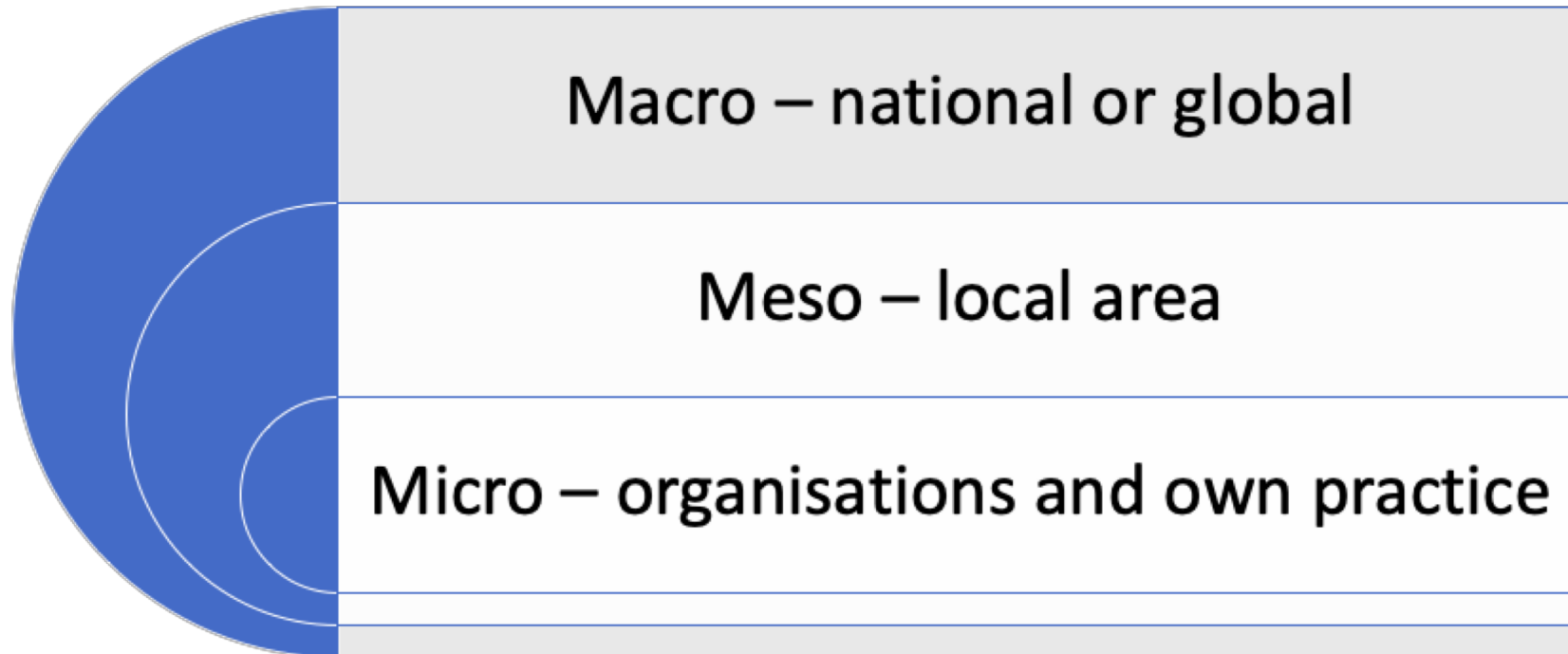
Theme 5: Governance

- Reduce new public management and control and increase professionalism
- Decrease focus on statistics and evidence based practice and increase qualitative and practice based evidence paradigms
- Increase funding for resources and research with students
- Re-dress the site of blame to consider organisational aspects, not 'what is wrong with the young person / student'
- Pursue / sue people who use education / youth for their own goals

Co-created findings and implications for research

- Increase co-research / participative research
- Increase use of indirect approach across services
- Use the EQL framework to inform research
- ESL / drop outs are not homogenous – beware marginalization and fetishizing through research
- ESL / drop out intertwined with numerous other social issues – cannot be treated as a ‘simple’ phenomenon
- We must ensure our research leads to social change, otherwise we have wasted our informants time.....

“There is power in this collective, how can we achieve social change?”



Micro – ourselves, our organisations

- Give young people a voice
- Change our own practice and organisations
- Take the findings back to schools/where we work to make local changes
- Target local areas of need
- Stimulate local research and action groups



Meso – our local area or profession

- Talk with and inspire parents and teachers
- We can share our report with the heads of schools and local politicians
- Publish in newspapers, social media and magazines to make accessible
- Push our journal out to our colleagues and pedagogics
- Work with community leaders



Macro – national and international influence

- Petition and lobby to change national policy
- The MaCE results has been encouraged to apply for EU K3 to make policy change
- Become a politician!



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